

Psychological Wellbeing and Psychological Capital Among Teachers Working in Rural Areas

Prabhjyot Kour^{1*}

ABSTRACT

Physical and mental health are linked to psychological well-being. It consists of numerous variables like healthy interpersonal relationships, environmental mastery, self-acceptance, autonomy, a sense of purpose or meaning in life and personal progress. Psychological capital is described as a person psychological growth. The investigation of psychological wellbeing and psychological capital is an attempt to determine the significance of these factors for school teachers working in rural areas. The sample size for the present research study is 212 school teachers. Results have shown significant gender differences in psychological wellbeing and psychological capital of employees working in rural areas. There is significant difference of psychological wellbeing and psychological capital among married and unmarried employees. Thus, variables that improve an individual's well-being must be included, resulting in a rise in psychological well-being and psychological capital among male and female employees. There should be advancements in ways that will aid in coping with the issues that employees confront in order for there to have a healthy work environment.

Keywords: *Psychological Wellbeing, Psychological Capital, Teachers, Jammu.*

Positive interpersonal relationships, personal mastery, autonomy, a feeling of purpose and meaning in life, and personal advancement are all components of psychological wellness. Inter- and intra-individual levels of positive functioning, such as one's sense of relatedness to others and self-referent attitudes, such as one's sense of mastery and personal growth, are represented by psychological well-being (Burns, 2016). The other aspect is the sense that what we are doing with our lives has some value and purpose, because subjective well-being is not sufficient on its own; it is not feasible for an individual to feel happy all of the time and feelings of failure, sadness, and disappointment are typical in life (Huppert, 2009). There are six dimensions of psychological wellbeing:

- **Self-acceptance:** The ability to accept and acknowledge one's own strengths and virtues as well as one's own flaws. (Ryff,1989)
- **Personal growth:** Potential, capacity, and willingness to learn (Ryff,1989)
- **Purpose in life:** Feelings of purpose and having a sense of life direction and those past and present experiences are meaningful (Ryff,1989)

¹Ph.D Research Scholar, University of Jammu, India

*Corresponding Author

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- **Environmental mastery:** Competence and capacity to handle and satisfy the demands of daily life (Ryff,1989)
- **Positive relations with others:** The feeling of being socially concerned and having warm, gratifying, and trusted connections (Ryff,1989)
- **Autonomy:** The degree to which one regards oneself as self-determining and autonomous, opposing societal pressure to conform (Ryff,1989)

Psychological well-being refers to inter- and intra-individual levels of good functioning that might include one's relatedness to others as well as self-referent attitudes such as mastery and personal progress. The term psychological capital refers to an individual healthy psychological condition of growth (Luthans, Avoli Avey & Normati, 2007). Psychological capital is a core construct based on the higher order construct of Positive Organizational Behavior (POB) (Luthans, 2000) with the introduction of positive psychology Psychological capital research is also gaining importance, with researchers focusing their efforts in this area, Positive attitudes, feedback, and criticism all contribute to a group's functioning and development.

Psychological capital boosts positive attitudes and decreases negative attitudes (Karakus and Demir.,2015). According to Kelş (2011), psychological capital includes quantifiable, developable, and effectively managed human resource applications that results in increasing organizational performance. A large number of studies have found a link between employees' psychological capital and both terminal and undesired outcomes; it plays an important role in enhancing terminal attitudes and behaviours while lowering unsolicited attitudes and behaviours, according to Karakus and Demir (2015).

Psychological capital is a psychological resource that increases an individual's resiliency and provides hope for the future. It differs from other forms of capitals (experience, knowledge, skills, and talents), social capital (connection), and intellectual capital (intangible of an organisation (Luthans & Youssef, 2009). Hope, resilience, optimism, and self-efficacy are some of the core elements of the positive psychological concept (Luthans et al, 2007).

Hope: Hope is described as the capacity to encourage oneself by thinking about how to use the roads to generate the proper paths to the desired objectives; it is a motivating state of perseverance toward a desired goal based on a sense of achievement obtained from (goal-oriented energy) and pathways to achieve goals (Snyder et al., 1991).

Optimism: Optimism is making a positive attribution to success. A person who is optimistic is thought to be physically healthier, more successful, more motivated, and happier (Seligman & Csikszentmihalyi, 2000). It's a hopeful outlook on the difficulties ahead.

Resilience: Positive psychology defines psychological resilience as the ability to cope with difficulties, ambiguity, conflict, failure, and even stretching following positive change, recovery, greater responsibility, and progress (Okun,2019). Psychological resilience is a component of psychological capital that refers to an individual's ability to successfully deal with a substantial shift, challenge, or risk, as well as the ability to persist and bounce back after failure (Luthans et al., 2002).

Self-efficacy: Self-efficacy is a person's conviction in their capacity to use their motivation and cognitive resources to complete a task successfully under the current conditions

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(Stajkovic & Luthans, 1998). Self-efficacy refers to the ability to achieve in difficult situations (Luthans, 2002a)

The four components of psychological capital are hope, self-efficacy, resilience, and optimism (Luthans & Youssef, 2004). Many studies have discovered that one's potential to enhance one's health is negatively correlated with stress (Avey et al., 2009). In the relationship between emotional tiredness and exhaustion, psychological capital also acts as a regulator (Cheung et al., 2011). A relationship between psychological capital and happiness is established through positive emotion and stress (Avey, Wernsing & Mhatra, 2011).

Okun (2019) looked at the relationship between psychological capital and psychological happiness. Psychological capital, through a synergistic effect, is demonstrated to have a positive impact on wellbeing. Psychological capital has a significant, positive, and direct association with well-being and performance, according to Rabenu and Yaniv (2017).

RESEARCH METHODOLOGY

Research question

1. Is there difference of psychological wellbeing and psychological capital among school teachers working in rural areas?
2. Is there any difference of psychological wellbeing and psychological capital among married and unmarried teachers?

Objectives

1. To find gender difference of psychological wellbeing among teachers.
2. To find gender difference of psychological capital among teachers.
3. To find the differences of psychological wellbeing and psychological capital among married and unmarried teachers.

Hypotheses

1. There are significant gender difference of psychological well-being among teachers.
2. There are significant gender difference of psychological capital among teachers.
3. There are significant differences of psychological wellbeing and psychological capital among married and unmarried teachers.

Sample description

For the present study the data was collected from 212 school teachers working in rural areas of Jammu region. The sample is collected by using convenience sampling technique.

Measures

- **Psychological Well-Being Scale:** Carol Ryff, 1989. It has 84 items. It has six dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance. Responses are rated from strongly agree (1), somewhat agree (2), a little agree (3), neither agree nor disagree (4), a little disagree (5), somewhat disagree (6), strongly disagree (7).
- **Psychological Capital Scale:** Luthans et al., 2007. It has 24 items. It has four dimensions Self Efficacy, Hope, Resilience, Optimism. Responses are rated from Strongly disagree (1), disagree (2), somewhat disagree (3), somewhat agree (4), agree (5), strongly agree (6).

Statistical techniques

Descriptive statistics, mean and t-test

RESULTS AND DISCUSSION

The mean age of the sample is 32 years

Table 1: Distribution on the basis of demographics

		Frequency
Gender	Male	97
	Female	115
Qualification	B.Ed	90
	Post-graduation	122
Marital status	Married	108
	Unmarried	104

On the basis of gender, there are 97 male teachers and 115 female teachers. On the basis of qualification, there are 90 teachers who are B.Ed and 122 teachers are post graduates. There are 108 married employees and 104 unmarried employees.

Table 2: t-test of Psychological wellbeing among male and female teachers working in rural areas

Category	Group	N	Mean	Standard Deviation	T	Df
Autonomy	Male	97	29.77	6.697	3.202**	210
	Female	115	27.14	5.276		
Environmental mastery	Male	97	31.62	5.527	5.944**	210
	Female	115	26.51	6.766		
Personal growth	Male	97	31.05	5.703	5.336**	210
	Female	115	26.98	5.382		
Positive relation with others	Male	97	30.27	5.767	4.237**	210
	Female	115	27.05	5.275		
Purpose in life	Male	97	29.92	6.547	3.520**	210
	Female	115	26.98	5.594		
Self-acceptance	Male	97	30.14	6.166	3.744**	210
	Female	115	26.97	6.154		

Table 2, shows that in autonomy the mean (M) and S.D. of male teachers are 29.77 and 6.697 whereas the mean (M) and S.D. of female employees are 27.14 and 5.276, $t(210)=3.202$, $p < 0.01$. Thus, there is significant gender differences in autonomy, males are more autonomous than female teachers.

In environmental mastery the mean (M) and S.D. of male teachers are 31.62 and 5.527 whereas the mean (M) and S.D. of female employees are 26.51 and 6.766, $t(210)=5.944$, $p < 0.01$. Thus, there is significant gender differences in environmental mastery, males have more environmental mastery than female teachers.

In personal growth the mean (M) and S.D. of male teachers are 31.05 and 5.703 whereas the mean (M) and S.D. of female employees are 26.98 and 5.382, $t(210)=5.336$, $p < 0.01$. Thus, there is significant gender differences in personal growth, males have more personal growth than female teachers.

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In positive relation with others the mean (M) and S.D. of male teachers are 30.27 and 5.767 whereas the mean (M) and S.D. of female employees are 27.05 and 5.275, $t(210)= 40237$, $p 0.01$. Thus, there is significant gender differences in positive relation with others, males have more positive relation with others than female teachers.

In purpose in life the mean (M) and S.D. of male teachers are 29.92 and 6.547 whereas the mean (M) and S.D. of female employees are 26.98 and 5.594, $t(210)= 3.520$, $p 0.01$. Thus, there is significant gender differences in purpose in life, males have shown higher score in purpose in life than female teachers.

In self-acceptance the mean (M) and S.D. of male teachers are 30.14 and 6.166 whereas the mean (M) and S.D. of female employees are 26.97 and 6.154, $t(210)= 3.744$, $p 0.01$. Thus, there is significant gender differences in self-acceptance, males have more self-acceptance than female teachers.

Table 3: t-test of Psychological capital among male and female teachers working in rural areas

Category	Group	N	Mean	Standard Deviation	T	Df
Self-efficacy	Male	97	9.04	3.142	3.744**	210
	Female	115	9.09	3.048		
Hope	Male	97	19.86	7.846	.107	210
	Female	115	11.83	6.046		
Resilience	Male	97	21.65	6.921	8.408*	210
	Female	115	19.37	7.921		
Optimism	Male	97	21.20	8.489	2.215**	210
	Female	115	18.43	6.248		

Table 3 shows that, in In self-efficacy the mean (M) and S.D. of male teachers are 9.04 and 3.142 whereas the mean (M) and S.D. of female employees are 9.09 and 3.048, $t(210)= 3.744$, $p>0.05$. Thus, there is non-significant gender differences in self-efficacy, males have less self-efficacy than female teachers.

In hope the mean (M) and S.D. of male teachers are 19.86 and 7.846 whereas the mean (M) and S.D. of female employees are 11.83 and 6.046, $t(210)= .107$, $p>0.05$. Thus, there are non-significant gender differences in hope, males have more hope than female teachers.

In resilience the mean (M) and S.D. of male teachers are 21.65 and 6.921 whereas the mean (M) and S.D. of female employees are 19.37 and 7.921, $t(210)= 8.408$, $p>0.05$. Thus, there are significant gender differences in resilience, males have more resilience than female teachers.

In optimism the mean (M) and S.D. of male teachers are 21.20 and 8.489 whereas the mean (M) and S.D. of female employees are 18.43 and 6.248, $t(210)= 2.215$, $p 0.01$. Thus, there is significant gender differences in optimism, males have more optimism than female teachers.

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Table 4: t-test of Psychological wellbeing among married and unmarried teachers working in rural areas

Category	Group	N	Mean	Standard Deviation	T	Df
Autonomy	Married	108	27.98	5.755	.883	210
	Unmarried	104	28.72	6.439		
Environmental mastery	Married	108	27.86	6.748	2.202*	210
	Unmarried	104	29.88	6.562		
Personal growth	Married	108	28.00	5.487	2.149*	210
	Unmarried	104	29.72	6.167		
Positive relation with others	Married	108	27.51	4.923	2.668**	210
	Unmarried	104	29.58	6.301		
Purpose in life	Married	108	26.83	5.599	3.597**	210
	Unmarried	104	29.85	6.468		
Self-acceptance	Married	108	26.93	6.496	3.589**	210
	Unmarried	104	29.97	5.823		

Table 4, shows that in autonomy the mean (M) and S.D. of married teachers are 27.98 and 5.755 whereas the mean (M) and S.D. of unmarried employees are 28.72 and 6.439, $t(210) = .883$, $p > 0.05$. Thus, there is non-significant differences in autonomy, unmarried teachers are more autonomous than married teachers.

In environmental mastery the mean (M) and S.D. of married teachers are 27.86 and 6.748 whereas the mean (M) and S.D. of unmarried employees are 29.88 and 6.562, $t(210) = 2.202$, $p < 0.05$. Thus, there is significant differences in environmental mastery, unmarried teachers have more environmental mastery than married teachers.

In personal growth the mean (M) and S.D. of married teachers are 28.00 and 5.487 whereas the mean (M) and S.D. of unmarried employees are 29.72 and 6.167, $t(210) = 2.149$, $p < 0.05$. Thus, there is significant differences in personal growth, unmarried teachers have more personal growth than married teachers.

In positive relation with others the mean (M) and S.D. of married teachers are 27.51 and 4.923 whereas the mean (M) and S.D. of unmarried employees are 29.58 and 6.301, $t(210) = 2.668$, $p < 0.01$. Thus, there is significant differences in positive relation with others, unmarried teachers have more positive relation with others than unmarried teachers.

In purpose in life the mean (M) and S.D. of married teachers are 26.83 and 5.599 whereas the mean (M) and S.D. of unmarried employees are 29.85 and 6.468, $t(210) = 3.597$, $p < 0.01$. Thus, there is significant differences in purpose in life, married teachers have shown higher score in purpose in life than unmarried teachers.

In self-acceptance the mean (M) and S.D. of married teachers are 26.93 and 6.496 whereas the mean (M) and S.D. of unmarried employees are 29.97 and 5.823, $t(210) = 3.589$, $p < 0.01$. Thus, there is significant differences in self-acceptance, married teachers have more self-acceptance than unmarried teachers.

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Table 5: t-test of Psychological capital among male and female teachers working in rural areas

Category	Group	N	Mean	Standard Deviation	T	Df
Self-efficacy	Married	108	8.86	3.134	.986	210
	Unmarried	104	9.28	3.032		
Hope	Married	108	13.35	7.044	4.139*	210
	Unmarried	104	17.73	8.328		
Resilience	Married	108	20.64	7.496	.448	210
	Unmarried	104	20.17	7.633		
Optimism	Married	108	18.68	6.691	2.036*	210
	Unmarried	104	20.75	8.097		

Table 5 shows that, in In self-efficacy the mean (M) and S.D. of married teachers are 8.86 and 3.134 whereas the mean (M) and S.D. of unmarried employees are 9.28 and 3.032, $t(210) = .986$, $p > 0.05$. Thus, there are non-significant differences in self-efficacy, unmarried teachers have more self-efficacy than married teachers.

In hope the mean (M) and S.D. of married employees 13.35 and 7.044 whereas the mean (M) and S.D. of unmarried employees are 17.73 and 8.328, $t(210) = 4.139$, $p > 0.05$. Thus, there are non-significant differences in hope, unmarried employees have more hope than married employees.

In resilience the mean (M) and S.D. of married are 20.64 and 7.496 whereas the mean (M) and S.D. of unmarried employees are 20.17 and 7.633, $t(210) = .448$, $p > 0.05$. Thus, there are non-significant differences in resilience, unmarried teachers have more resilience than married teachers.

In optimism the mean (M) and S.D. of married teachers are 18.68 and 6.691 whereas the mean (M) and S.D. of unmarried employees are 20.75 and 8.097, $t(210) = 2.036$, $p > 0.05$. Thus, there is significant differences in optimism, unmarried have more optimism than married employees.

Implications

The psychological capital and well-being research will give a statistical summary of the degree of psychological capital and psychological well-being among teachers. As these variables have a significant influence in achieving a higher quality of life and a better effect on work. People who are more psychologically well-adjusted have a greater quality of life and fewer societal difficulties. People with high psychological capital are thought to be diligent, determined, and resilient when faced with failure. Employees that have a high level of psychological capital and psychological well-being are more likely to be healthier about their future and to devise new tactics to attain their objectives.

The researchers investigated gender disparities in psychological well-being and psychological capital among teachers. The study discovered a statistically significant gender differences. The study has broad implications for the development of programs to promote enhanced mental health and an equitable atmosphere among teachers, as well as for future research into positive psychological concepts as important components of mental health among instructors. These disparities must be recognized by the organization. To address the

challenges that school teachers face and to ensure a healthy work environment, new approaches must be developed.

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Conflict of Interest

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